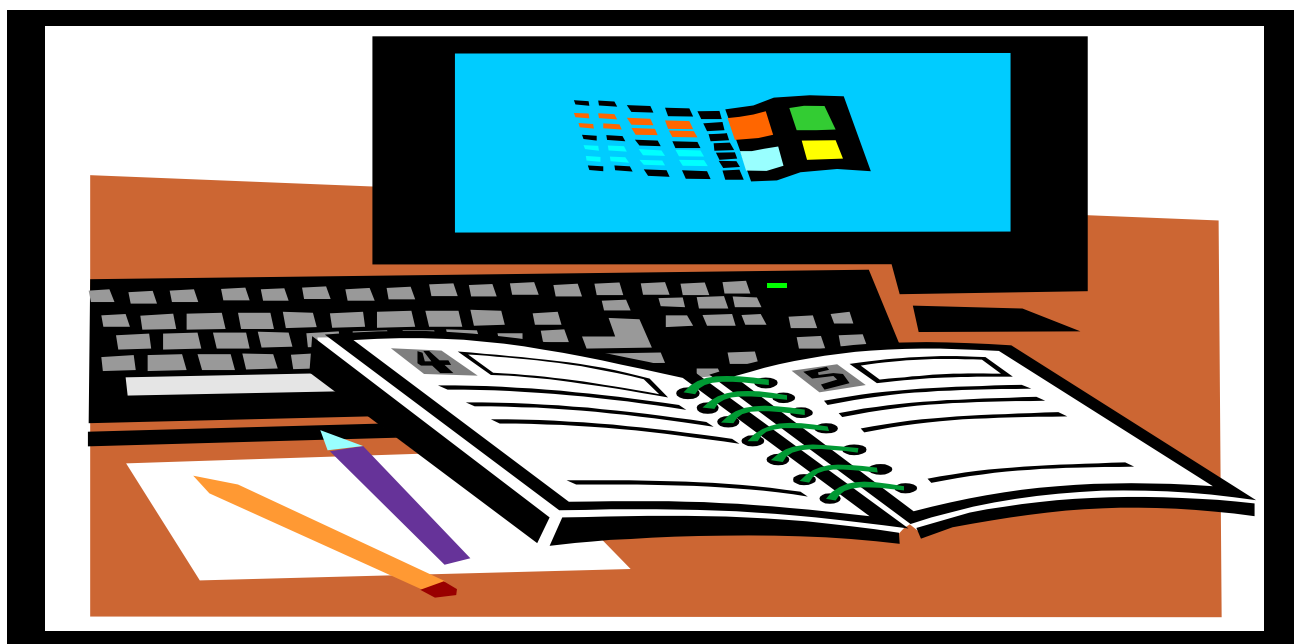




# **Magnet School**

## **Annual Report**



**2013-2014**

Quinebaug Middle College

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Name of School

742 Upper Maple Street, Danielson CT 06239

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Address

860-932-4040

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Phone

Gloricco@eastconn.org

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E-Mail

Gino LoRicco

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Director or Principal

**Participating (formally) School Districts**

Brooklyn  
Canterbury  
Eastford  
Griswold  
Hampton  
Killingly  
Lebanon  
Norwich  
Plainfield  
Pomfret  
Putnam  
Sterling  
Thompson  
Voluntown  
Windham  
Woodstock

# Mission Statement

The mission of the Quinebaug Middle College (QMC) is to provide a challenging, personalized, comprehensive learning environment that fosters the skills, knowledge, habits, and individual discipline necessary for students from diverse backgrounds to realize their ambitions and contribute in a positive, meaningful way to their community and culture.

## CORE VALUES AND BELIEFS

**Inspiration, kindness and respect are the founding principles of Quinebaug Middle College.** Our democratic learning community offers opportunities to build self- confidence and academic success through responsible choice-making, personal wellness, critical thinking, and social and civic responsibility.

***The learning community of Quinebaug Middle College believes that:***

- all members are learners first, who work together to create dynamic, sustainable relationships and meaningful learning and service opportunities;
- all students achieve at high levels when they engage actively with their learning, are responsible community members, and are kind to others.
- our educational experiences promote critical thinking, value diverse perspectives, and foster intellectual and emotional growth;
- ownership of personal choices empowers all learners to become thoughtful and engaged citizens;
- our location within Quinebaug Valley Community College empowers students to believe in their rights and ability to pursue higher education.

***The learning community of Quinebaug Middle College is committed to:***

- educating the whole person - intellectually, physically, emotionally, and socially;
- creating and maintaining respectful interactions among all members;
- identifying, communicating and reflecting on issues and values related to personal and collective responsibilities;
- maintaining a safe setting in which community members develop, share and practice meaningful learning experiences;
- supporting all aspects of student development, including individualizing emotional, personal, and academic learning.
- collaboration with Quinebaug Valley Community College.

***The learning community of Quinebaug Middle College provides:***

- inspiration and motivation for learning that can transform lives;
- a safe, supportive, and stable learning environment that allows students to focus on their achievement of current and future goals;
- challenging educational opportunities for academic, physical, social and civic learning;
- opportunities for creative, real-world application of students' learning.
- for-credit college learning experiences and various ways for students to demonstrate their learning.

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## ***Information for Statewide Policymakers***

2013-14 continued to be a year of unprecedented inquiry into statewide interdistrict magnet schools by a range of policy groups and those holding the ultimate legislative and budgetary authority over our statewide program. The Connecticut General Assembly continues to require the CSDE to produce a Results-based Accountability template for determining program effectiveness and a comprehensive magnet school plan with specific recommendations for supporting and sustaining the program. In order for the CSDE to be able to answer specific questions to ensure the program's long-term viability, we request information on the following objectives:

- 1) Describe the methods used to ensure recruitment and retention of a diverse student body, and how the demand for your program translates into sustained interest in the school. Please include any specific efforts in reaching families that may not yet be familiar with school choice programs. (Note: not applicable for those schools who were required to submit an enrollment management plan in the spring of 2014 due to non-compliance)

*QMC was awarded a Magnet Schools Assistance Program (MSAP) Grant in 2013 to enhance STEM programming and reduce racial/ethnic isolation in our region. The grant has allowed our school to offer 14 newly created courses that are STEM- or Middle College-themed. Part of the requirements of this grant is to develop and implement a recruitment and retention plan. The recruitment and retention plan is extensive, including multi-media and multiple venues. We look forward to continuing to attract an increasingly diverse population.*

*This year we continued to recruit students, using a variety of methods, to ensure that the message about the learning opportunities at our school reached all families of our partner districts and beyond. The principal, school counselor, and QMC students visited all of our partner school districts, sharing with them information about our school, anecdotes about student life at QMC, as well as how to apply. We attended many partner districts "High School Nights" and presented to students and parents our school as an option. We again spoke with all 9<sup>th</sup> grade students at Windham High School. In addition, we advertised in various local newspapers, and created an advertisement for radio using voices of two of our students. The principal also made several home visits to parents of minority candidates because they were unable to make it to required school interviews. We were fully enrolled with 130 students from 17 different towns, and had a growing waiting list of students. There is no doubt that there is a real need for a school like ours for students and families in Northeastern Connecticut as evidenced by our growing enrollment (at capacity with a growing waiting list).*

- 2) Describe your school's professional development priorities for 2013-14. Be specific as to activities that support your special magnet theme.

*As noted above, our school was the recipient of a MSAP Grant which allowed us to create new classroom opportunities and pathways to college for our students. Our teachers had many professional development opportunities last year that continued into the summer to allow our school to improve by creating new and enhanced academic options for our students.*

*Our school's professional development priorities are centered on three major areas of focus. First: to continue to improve our students' learning and achievement. Professional learning opportunities focus on using the data from the 2014 CAPT scores, as well as other indicators of student achievement, to develop strategies that can be used across the content areas. Second: to continue our work in curriculum development, instructional improvement, and assessment for student learning as we pursue NEASC accreditation. Third: to develop strategies for improving student attendance and performance, as well as parent engagement in our learning community. All of our professional development work will be centered on these three priorities.*

- 3) What does your school do uniquely well (related to your magnet theme) that you think other regular public schools may replicate on the local level or in other public schools.

*We do many things uniquely well that may have a positive influence on other public high schools. First, we have built in many ways for disconnected, disenfranchised students to connect with their new school and the adults that are part of this remarkable learning community. Students meet regularly during an Advisory class to assist them in developing positive relationships in our school and to work on habits of school success. Second, we are a competency-based school, and we will continue to work with students until they achieve competency in a given area. Students are allowed to continue to work at their studies until they master the topic. We offer our students a variety of opportunities to get extra support and complete work during, before, and after school and during vacations, and for four weeks in the summer we ran a free Prescriptive Summer School. Third, we have built into our schedule a vast store of "safety nets" to catch students before they falter and to prevent students from doing poorly academically. Fourth, all students participate in the school governance process and have opportunities to run our weekly school-wide meeting (in which we use Roberts Rules of Order and Parliamentary Procedure) to address school-wide issues and concerns. Student and teacher morale is high at our school due in part to our unique approach to the teaching and learning process. Our Democratic Learning Community empowers students to take ownership of their learning and their school by transforming power from "Power Over" To "Power With".*

*Our MSAP Grant will allow us to build a "Mobile STEM laboratory" that we can bring to our partner districts to enhance the learning of students throughout Northeast Connecticut. Our teachers and students will lead the learning in area middle schools and K8 schools. In addition, our school will/can share our newly created curricula, with area high schools, both in the "discrete" STEM courses and the STEM-themed units in the Arts and Humanities. We are going to be acquiring scientific and technical equipment, such as an electron microscope and three-dimensional printers, to enhance instruction for QMC students and to share with area schools.*

- 4) Describe the manner in which you promote replication of your school's best practices with regular public schools.

*We promote replication of our best practices by sharing our approach as we regularly visit with our ten LEA partners as well as run this unique school on the Quinebaug Valley Community College (QVCC) campus. We have had meetings with the administration and guidance officials of our partner districts and with the staff of QVCC to share with them what we have learned as we work with our students. We have had college staff members work and teach in our school and several of our teachers have worked and taught in the college. We believe in a truly integrated model at our middle college high school. We share regularly, with our partner districts superintendents and board of education chairpeople, our new programs, courses, and learning opportunities at our quarterly Governance Board Meetings.*

*We are currently in the process of editing a book that we hope will be published in 2015 that emphasizes the best practices that we have developed and employed in our school over the past six years. We intend to share this information our school has uniquely developed with other high schools in the State of Connecticut as well as those throughout the nation. We believe we have important experiences to lend to the conversations in education reform that could reduce the drop-out rates and help close the achievement gap.*

*With the addition of our MSAP STEM Grant we have developed a marketing plan sharing in some detail what our school can offer. **\*Please see paragraph 2 of our response to question #3 for additional information.***

- 5) Describe your school's two greatest challenges/obstacles to meeting or exceeding the school-wide student learning goals in 2014-15. Please include ways in which the CSDE may support our school in meeting these challenges through enhanced professional development opportunities or specific technical assistance on matters needing close attention.

*Our greatest challenges continue to be: 1. Student Attendance 2. Parent Involvement 3. Improving our Student Achievement (on a variety of assessments and other outcomes measures)*

*First, we are in the process of working on a systematic student attendance improvement plan. We started with a survey of students to identify obstacles that may get in the way of maintaining good daily attendance. From there, we have developed a plan that we plan to fully implement this fall that includes the following items: Advisory Buddies, Systematic Home Communication Overhaul, Advisory Teachers Home Phone Calls, SAT Meetings, Mentoring Program, Habits for Success Contract, Court Involvement Plan, Saturday School, Vacation School, Parent-Student Contract. It would be helpful to have the state provide more funds for transportation so that we can provide transportation to and from these support opportunities. We have hired a full-time school psychologist, a school social worker, and an attendance intervention teacher to systematically support our students and families to improve school attendance. We will develop a SARS Board as well that will monitor and meet with students and families struggling getting to school regularly.*

*Second, we need to have improved parent engagement in our school. We are reestablishing our PTO this year that will recruit parents for our Governing and Communications Committee. We will develop subject area parent nights so that our parents have opportunities to visit the school, view student work, and share in the positive environment that is QMC. At these nights we will provide food for parents and families to make it easier for them to attend. If the State Department of Education has experts in the area of parental engagement who may be available to work with us that would be quite helpful.*

*Third, our school has organized our Student Success Team. This team is comprised of an administrator, our school counselor, school psychologist, social worker, and special education teacher. They meet with each teacher-PLC group on a bi-monthly basis to discuss improvements in systems, to help teachers to have greater success with individual students who are struggling. This team will meet weekly with a psychologist who is a specialist in this area, and our teachers will have access weekly to this individual's expertise.*

*We have added 9<sup>th</sup> grade to our school this year. We hope that we may intervene early to insure greater academic, social, and emotion success. Every 9<sup>th</sup> grade student will take a course that will work to build skills so that our students will be able to make a successful transition from high school to college. For this class, "First Year Experience", they will be awarded a high school credit and three college credits for successful completion. We do a great deal of work with our at-risk students (and it should be noted that most of our students are at risk) to give them the best chance possible on the state tests. We will to continue to serve this population of students despite their typically lower performance on standardized tests that are often a result of personal challenges beyond school. It would be helpful if we could be evaluated as a learning community - not just on CAPT or SBAC other standardized tests - more significantly in areas such as improvements in student attendance, improvements in behavior (as measured by lower number of suspensions and other disciplinary actions), improvements in student GPA, credits earned, increased number of college courses taken, and graduation rate. We require each student in each class to store a sample of their best work, as assessed on school-wide rubrics, in Naviance so that we can monitor each students growth over time. We are very optimistic and anticipate much growth as a result of these efforts.*

Provide the number of applications received by grade and town of residence; as of date of lottery.

## **6. Number of Applications Received by Grade and Town of Residence**

*As of date of lottery: 2/28/14*

Grade 9:

Town	Number of Applicants
Brooklyn	2
Killingly	11
Plainfield	4
Pomfret	2
Putnam	1



Sterling	8
Voluntown	1
Windham	25
<b>Total Applicants Grade 9:</b>	<b>54</b>

Grade 10:

Town	Number of Applicants
Killingly	2
Plainfield	2
Putnam	1
Sterling	2
Thompson	2
Windham	5
<b>Total Applicants Grade 10:</b>	<b>14</b>

Grade 11:

Town	Number of Applicants
Brooklyn	1
Griswold	1
Killingly	3
Thompson	1
Willington	2
Windham	2
Woodstock	1
<b>Total Applicants Grade 11:</b>	<b>11</b>

Grade 12:

Town	Number of Applicants
Brooklyn	3
Killingly	13
Plainfield	5
Sterling	1
Woodstock	3
<b>Total Applicants Grade 11:</b>	<b>25</b>

- 7) Provide the number of students on wait list/pool by grade, race and residence; as of October 1, 2013, (see note)

Note: Wait list/pool refers to those students not enrolled in your school or another interdistrict magnet school who applied for admission to your school for the 2013-14 year. Example: any student who entered a lottery for admission to your school as a first choice that ultimately not placed in any inter-district magnet school.

**Waitlist Students by Grade, Race & Residence***As of 10/1/13*

Grade 8:

Town	Number of Applicants	Race
Killingly	1	
		White- 1

Grade 9:

Town	Number of Applicants	Race
Killingly	1	
		White- 1
Putnam	1	
		White-1
Sterling	1	
		White-1
Thompson	1	
		White-1
Windham	2	
		Hispanic-2

Grade 10:

Town	Number of Applicants	Race
Killingly	2	
		White- 1
		Asian-1
Windham	2	
		White-1
		Hispanic-1
Woodstock	1	
		White-1

Grade 11:

Town	Number of Applicants	Race
Brooklyn	2	
		White-2
Killingly	12	
		White- 11
		Pacific Islander-1
Plainfield	4	
		White-3
		Asian-1
Putnam	1	
		White-1
Sterling	2	

		White-2
Windham	1	
		White-1
Woodstock	2	
		White-2

Grade 12:

Town	Number of Applicants	Race
Brooklyn	4	
		White-4
Killingly	4	
		White- 4
Plainfield	1	
		White-1
Putnam	1	
		White-1



## ***Financial Information***

DIRECTIONS: Provide, as attachments, Schedules 1 and 2 from the attached expenditures and revenues document. These should reflect *actual expenditures and revenues* by the close of 2013-14, and not merely the budgeted amounts from the onset of the school year submitted in your grant application

Magnet School Name: Quinebaug Valley Middle CollegeDistrict/School Code: 253

SCHEDULE 1: Total Current Expenditures from All Sources by Function and Object									
Report All Cash Expenditures and Encumbrances from All Sources Regular and Special Education.									
			OBJECT**						
LINE	CODE	FUNCTION (Program Area)**	Total *	Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other
			(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 7)	(Col. 8)	(Col. 9)
1202	1000	Program Expenditures	953,353	724,575	154,254	38,839	28,829	4,956	1,900
1203	2100	Support Services – Students	259,733	71,831	15,208	172,694			
1204	2200	Improvement of Instructional Services	15,780	12,881	2,173				726
1205	2300	Support Services - General Admin.	52,548	43,858	8,690				
1206	2400	School Based Administration	226,670	172,466	36,934	3,873	13,397		
1207	2600	Operation and Maintenance of Plant Svc.	12,506			2,422		4,545	5,539
1208	2700	Student Transportation Services	2,196			2,196			
1209	2500 2900	Support Services							
1210	3100	Net Expenditures for Food Services	34,904			34,904			
1211	3200	Net Expenditures for Enterprise Operations							
1212		Indirect Overhead	77,884						
213	TOTAL		1,635,574	1,025,611	217,259	254,928	42,226	9,501	8,165

\*Do not include transportation costs associated with home to school and back home or the excess cost of special education services.

\*\*Definitions of objects and functions are to be consistent with those on expenditure report ED001.

**Magnet School Name:**    Quinebaug Valley Middle College

**District/School Code:**    253

<b>SCHEDULE 2: Revenues by Source</b>		
Include all projected revenues for the school		
<b>LINE</b>	<b>CODE DESCRIPTION</b>	<b>Total Revenue (Col. 1)</b>
220	xxxx State Magnet Operating Grant	1,011,200
	xxxx Other State Grants (please list below)	
221	xxxx Other Federal Grants	
222	1920 Contributions	
226	xxxx Other Sources of Revenue (list below, include tuition if applicable)	
	LEA District Tuition	603,014
	Other Professional Services	21,360
299	Total	1,635,574



## ***Basic Checklist for Title IX and 504/ADA Compliance***

Both Title IX (34 CFR § 106.9) and Section 504 (34 CFR § 104.8) require that educational entities that receive federal funds must have a policy on nondiscrimination and a published statement. The publication of this statement notifies applicants, students, employees and parents that it does not discriminate on the basis of race, color, national origin, sex, or disability. Schools and educational agencies that receive federal funds must list the Coordinators of Section 504 and Title IX with their name/title, address and phone number in the notice of nondiscrimination.

The following checklist was prepared to assist you in meeting some minimum requirements of Title IX of the Education Amendments of 1972, Section 504 and the Americans with Disabilities Act. It is not an exhaustive checklist and therefore should not be used as a substitute for careful reading of the regulations themselves.

### **§ 106.8 Designation of responsible employee and adoption of grievance procedures.**

1. ☒ At least one Title IX coordinator has been designated at the district or school level to coordinate efforts to comply with Title IX, including investigations of any complaints.
2. ☒ At least one Section 504/ADA coordinator has been designated at the district or school level to coordinate efforts to comply with Section 504/ADA requirements, including investigations of any complaints.
3. ☒ All students and employees have been notified of the name(s), office address(es), and telephone number(s) of the coordinator(s).
4. ☒ Grievance procedures for students have been adopted and published.
5. ☒ Grievance procedures for employees have been adopted and published.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

### **§ 106.9 Dissemination of policy.**

6. The following have been notified of a policy of nondiscrimination.
  - ☒ applicants for admission and employment
  - ☒ students and parents of students
  - ☒ employees
  - ☒ sources of referral of applicants
  - ☒ unions, professional organizations
7. Notification of a policy of nondiscrimination has been placed in one or more of the following:
  - ☒ local newspapers
  - ☒ school newspapers and magazines
  - ☒ memoranda's or other written communications distributed annually to each student and employee
  - ☒ announcements, bulletins, catalogs, student and faculty handbooks
  - ☒ application forms
8. ☒ The above-listed school publications are free of text and illustrations suggesting differential treatment on the basis of sex or disability.
9. ☒ Admission and recruitment representatives (including counselors or student advisors and personnel officers) have been advised of the nondiscrimination policy and requirements for adherence to the policy.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682); [45 FR 30955, May 9, 1980, as amended at 65 FR 68056, Nov. 13, 2000]

